

University of Montana

ScholarWorks at University of Montana

Syllabi

Course Syllabi

Fall 9-1-2007

C&I 457.01: Assessment and Instruction of the Exceptional Learners

Ann N. Garfinkle

University of Montana - Missoula, ann.garfinkle@mso.umt.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Garfinkle, Ann N., "C&I 457.01: Assessment and Instruction of the Exceptional Learners" (2007). *Syllabi*. 11001.

<https://scholarworks.umt.edu/syllabi/11001>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

University of Montana—Missoula
Department of Curriculum and Instruction

C&I 457: Assessment and Instruction of the Exceptional Learner (5 cr.)

Fall 2007

Monday 4:10-8:00pm

Education, Room 314

Instructor: **Ann N. Garfinkle, Ph.D.**

Phone: **243-5512/243-5262**

E-mail: **ann.garfinkle@mso.umt.edu**

Office: Education 307/210A

Office hours: By appointment

Texts

Required

For students interested in working with young children (i.e., birth through age 8 and/or students with severe disabilities:

McLean, M., Wolery, M. & Bailey, D.B. (2004). Assessing infants and preschoolers with special needs, 3rd ed. New York: Prentice Hall.

And

Snell, M. E. & Brown, F. (2006). Instruction of students with severe disabilities. New York: Prentice Hall.

For students interested in working with school-aged students with mild and moderate disabilities:

Venn, J.J. (2004). Assessing students with special needs. New York: Prentice Hall.

And

Kameenui, E.J., Carnine, D. W., Dixon, R. c. Simmons, D. C., & Coyne, M.D. (2002). Effective teaching strategies that accommodate diverse learners. New York: Prentice Hall.

Additional texts may be assigned by the instructor.

Recommended:

American Psychological Association (2001). *Publication Manual of the American*

Psychological Association, 5th edition. Washington DC: American Psychological Association.

Strunk, W. & White, E. B. (2000). *The Elements of Style, 4th edition.* Boston, MA: Pearson Allyn and Bacon.

Course Description

This course is required for all students enrolled in the Special Education endorsement program.

This course focuses on the relationship between assessment and individualized educational planning for students who qualify for Special Education services. The role of teacher, parent, student and other team members will be addressed. A variety of assessments and assessment techniques will be taught; but, there will be a strong emphasis on the use of ecologically valid assessment tools. The link between assessment information, goal formation, and instructional procedures will be made explicit and some portion of the class will be dedicated to recommended instructional procedures.

This course includes a 45-hour field work experience.

Course Objectives

After successful completion of this course, students will be able to:

1. Describe the principles and practices of assessment as it pertains to Special Education.
2. Demonstrate the ability to correctly administer formal and informal assessments. This includes familiarity with observation, interview, criterion-referenced assessments, norm-referenced assessments, and curriculum-based assessments.
3. Understand and discuss the issues involved when assessing children from diverse linguistic, cultural, or ethnic backgrounds.
4. Develop or select assessment tools that will help determine student's strengths and challenges.
5. Translate test results into "everyday" language and into appropriate learning goals and objectives.
6. Describe and use several methods for monitoring children's progress as it relates to the child's individualized learning objectives.
7. Design and implement intervention programs based on children's goals and objectives.
8. Monitor children's progress using data collected through monitoring to make appropriate instructional changes.

Expectations

Conduct Code:

Students are expected to know, understand and comply with the academic honesty policies as described in the University of Montana *Student Conduct Code*. An unabridged copy of this code is available at: <http://www.umt.edu/studentaffairs/policy/code.htm>. If there are questions about how the code applies to a class activity (i.e., group work), please consult with the course instructor prior to engaging in that activity.

People-first language:

As a field, we have adopted the use of “people-first language” when referring to people with identified disabilities. That means that we emphasize the person before the disability. For example, we would say, “child with autism” not “autistic child”. For a more elaborate description of the language to use when describing people with disabilities, please consult page 69 of the *Publication Manual of the American Psychological Association*, 5th edition (APA, 2001).

Accommodations:

I am more than happy to work with students and Disability Services for Students (DSS) to make accommodations that will facilitate student’s class participation and learning. Please see me individually at the beginning of the term to make a plan for these accommodations.

Student Behavior:

In general, students are expected to attend each class session. Students should have completed assignments prior to the class session (this includes assigned reading). Students should be prepared to participate in a variety of learning activities including small and large group discussions.

There may be guest speakers in this course. These volunteer speakers may be people from the University or the community with expertise in a particular area. Whenever there are guest speakers, students are expected to be attentive, courteous, and polite. Failure to behave accordingly will affect the student’s class participation grade.

All written assignments are due **at the start of class** on the assigned day. If a student is unable to meet this deadline, the student should make an alternate arrangement with the instructor--*this needs to be done prior to the actual due date*. **No late assignments will be accepted.**

All written work must be: typed (unless completed in the context of a class session or otherwise specified), double-spaced (unless completed in the context of a class session or otherwise specified), use people-first language, use APA style guidelines, be fully referenced, and be clearly and concisely written.

While participating in the field work aspect of class, students will dress professionally, keep in mind appropriate confidentiality, be courteous all school personnel and students, follow school check-in procedures, and follow the teacher's lead in all student and classroom matters.

Course Format

This course will utilize a variety of instructional strategies, including but not limited to: large and small group discussions; instructor and student lead topics; and individual and group learning activities. As well as a hands-on field based experience. All course activities have been designed to facilitate student learning and thus the acquisition of the course objectives. Thus, both student attendance and student participation (in in-class and field-work settings) will be reflected in the student's final course grade.

Grading Policy

There 1,000 possible points for this course. Grades are earned as follows:

- 93%-100% (925-1000 points) = A
- 83%-92% (825-924 points) = B
- 73%-82% (725-824 points) = C
- 63%-72% (625-724 points) = D
- 62% or lower (fewer than 624 points) = F

Pluses (+) and minuses (-) are assigned by the instructor and are based on student participation and behavior in accord with the expectations stated on pages 2 and 3 of this document.

Summary of Assignments and Associated Weighting for In-class Assignments

<u>Activity</u>	<u>Points</u>
Attendance (14 class sessions x 5 points/session)	70
Class Participation (equally divided across all required sessions)	70
Quizzes (2 quizzes x 75 points each)	150
Comprehensive Final Exam	<u>150</u> 440 points (sub total)

Summary of Assignments and Associated Weighting for Field-Work Assignments

<u>Activity</u>	<u>Points</u>
Attendance (log)	225

(45 hours @ 5 points/hour)

Standardized Test Assignment	50
Naturalistic Observation Assignment	50
Interview Assignment	35
Goals and Objectives	50
Interventions Strategies	100
Monitor Child/Student Progress	<u>50</u>
	560 points (sub total)
	+ <u>440</u> points from in-class work
	1,000 TOTAL POINTS

In-class Assignment Description

Quizzes:

There are two quizzes worth 75 points each. The quizzes will all have the same two-part format. The first part will ask the student to provide definitions of basic vocabulary and concepts. The second part will ask the student to apply the concepts to real-life situations. A study guide will be provided one week prior to the quiz.

Cumulative final examination:

The purpose of the final is to allow the student to synthesize the information learned throughout the entire semester. The format of the final will be different than that of the quizzes in that it will be more conceptual and will require the student to be analytical in his/her thinking about the course content. A study guide will be provided to review for the final.

Field-work Assignment Description

Attendance log:

Students are to keep a log that includes the date and the start and stop times of each observation. Students should figure the amount of time spent in each observation as well as the total time spent throughout the semester. Although the log is ongoing and must be kept up to date, it does not need to be turned in until the end of the semester.

Standardized Test Assignment:

Students need parent permission prior to starting this assignment. Students are to administer a standardized assessment. This means that students need to practice giving the test before they use it with the target student. Before administering the assessment, students should be familiar with all items, scoring, and the flow of the test. Students should also have the materials organized to help assure a smooth testing session. The test should be appropriate for the target child. Students must turn in the raw score sheet, a score sheet that has the calculated scores, an analysis of the child's performance as well as a reflection on what went well and what could be improved where you to administer the test again.

Naturalistic Observation Assignment:

Students need parent permission prior to starting this assignment. Students are to use two types of naturalistic observation techniques: a running record and an interval recording system. For the running record, students need to continue to record children's actions until they can predict what the child will do given a particular context. Students are only to record what they see, not an interpretation of what they see. The running record as well as a reflection on the running record need to be turned in. Students also need to identify a skill that they need more information on and use an interval recording method to take data. Students may choose either a partial or full interval recording system depending on the skill they are observing. Students need at least 10 minutes of data for each of at least three observation periods. The student needs to summarize the data. The student must turn in the raw data, the summary of the data, and a reflection of the experience of collecting the data.

Interview Assignment:

Students need parent permission prior to starting this assignment. Students need to interview either the teacher or parent about the child's strengths and challenges as well as the child's likes and dislikes. The information should help give the student a full picture of the child and can also help to validate information gathered through both the formal and the informal assessments (compare the information you have gathered with the information you need to write the written summary to insure that you collect all the information you need). The information collected during the interview, an analysis of the information and a reflection on conducting the interview needs to be turned in.

Goals and Objectives:

Using the recommendations from your written report you are to formulate goals and objectives for the target child. These are to be written based on the information you gathered, not from the child's already existing individualized plan. You need to write goals for each area in which the child needs specialized supports. For each goal, you need to write at least two objectives. The objective needs to be observable and measurable. When applicable they should include baseline information. Each objective also needs to

specify a mastery criteria that makes sense for that skill. Goals and objectives should be written in plain language (that is without jargon) and organized by domain.

Intervention Strategies:

For three (3) of the objectives you have written, you need to identify an empirically supported intervention. For each intervention you need to provide at least one reference that shows that the intervention has been used to teach the skill you are going to use it to teach. You also need to list the steps involved in the intervention so that it is clear that you know what the intervention entails. Next you need to implement at least one of the interventions with your child/student. More information about this assignment will be provided in class.

Monitoring Child/Student Progress:

For the intervention you choose to implement, you need to monitor the child/student's progress in order to determine if the appropriate progress is being made. In order to do this you will need to design a data sheet, take data make an instructional decision based on the data and implement that decision. You will need to turn in a copy of the data sheet, the summary of the data, a written description of your analysis of the data, and description of the instructional decision you made from the data as well as a rationale for that explanation, and a description the effectiveness of that instructional decision.

Course Schedule

Date	Topic	Assigned Reading	Field Work Assignment	To Be Turned In
8/27/07	Introduction to course and topic			
9/03/07	No Class—Happy Labor day!			
9/10/07	Overview of assessments	McLean: Chpt. 1 & 5 Venn: Chpt. 1 & 2	Observe and work with the cooperating teacher to identify a child who: 1) is rarely absent, 2) whose parents are likely to agree to participate and 3) who would benefit from some extra and specialized instruction As soon as you receive parent permission start interview and standardized test assignments	
9/17/07	Reliability and Validity		As soon as you receive parent permission start interview and standardized test	

			assignments	
9/24/07	Tests, test development and measurement concepts	McLean: Chpt. 2 & 3 Venn: Chpt. 4 & 5	As soon as you receive parent permission start interview and standardized test assignments	Parent permission slip
10/01/07	Naturalistic Observation Strategies	none	Start naturalistic assessment assignment	Interview and standardized test assignments
10/08/07	QUIZ 1		Collect any more information you need to best understand the child's skill levels	
10/15/07	Using Assessment to Plan Intervention and monitor child progress	McLean: Chpt. 16 & 17 Venn: Chpt. 6	Collect any more information you need to best understand the child's skill levels	Naturalistic observations assignment
10/22/07	For EC and Severe: Family priorities and concerns For mild and moderate: IQ	For EC and Severe: McLean chpt 7 and Snell chpt 14 For mild and moderate: Venn Chpt 7 and Kameenui Chpt. 2	Collect any more information you need to best understand the child's skill levels	Goals and objectives assignment
10/29/07	For EC and Severe: cognitive skills	For EC and Severe: McLean chpt 10 and Snell chpt 13	Implement intervention and monitor the child's	Intervention Assignment

	For mild and moderate: Academic skills—reading and writing	For mild and moderate: Venn Chpt 15 & 17 and Kameenui Chpt 3 & 4	progress	
11/06/06	For EC and Severe: Motor skills For mild and moderate: academic skills—math and Science	For EC and Severe: McLean chpt 11 and Snell chpt 8 For mild and moderate: Venn chpt 16 and Kameenui Chpt 5	Implement intervention and monitor the child's progress	
11/12/056 Holiday	No Class	No Class	Implement intervention and monitor the child's progress	
11/19/07	For EC and Severe: communication skills For mild and moderate: academic skills--science	For EC and Severe: McLean chpt 13 and Snel chpts 11 & 12 For mild and moderate: Venn Chpt 14 and Kameenui chpt 6&7	Implement intervention and monitor the child's progress	
11/26/07	For EC and Severe: Social Competence For mild and	For EC and Severe: McLean Chpt 13 and Snell chpt 10 For mild and	Implement intervention and monitor the child's progress	

	moderate: academic skills—social skills	moderate: Venn chapter 8		
12/03/07	For EC and Severe: adaptive/functional skills For mild and moderate: functional skills	For EC and Severe: McLean chpt 15 and Snell chpt 9 For mild and moderate: Venn chpt 12 &13	Finish intervention and monitoring and thank teacher and child for participation	Monitoring child/student progress and attendance log
Finals week	Final given at assigned time	Final given at assigned time	Final given at assigned time	Final given at assigned time